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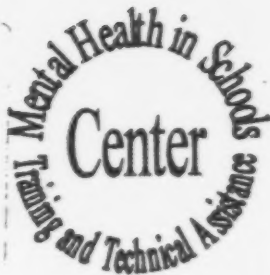
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ABSTRACT

Schools committed to the success of all children must have an array of activities designed to enable learning by addressing barriers to learning. An enabling component for schools encompasses six areas of program activity. This unit, "Introduction to Classroom Focused Enabling as a Key Element in Addressing Barriers to Student Learning," is the first of a set of three dealing with classroom-focused enabling, the first activity area of the enabling component. All three units require a minimum of 7 hours of group time; this introductory unit is designed as a 2-hour session. The unit is an introduction to classroom-focused enabling as a key element in helping address barriers to student learning. The second and third units, outlined in this introduction, are "Managing Classrooms through Support, Guidance, Accommodations, and Appropriate and Essential Limit Setting" (2 hours) and "Teaching in a Personalized Way" (3 hours). Material included in this instructor's guide to the concept of the enabling component in the classroom includes: (1) an overview of the three units; (2) sample assignments to prepare participants for the first session; (3) session guidelines for the instructor; (4) a sample handout for follow-up and preparation for the second session; (5) samples of group guidelines for preparation and participation; and (6) materials for a follow-up packet for participants that include some written summaries and enrichment readings. (SLD)



Addressing Barriers to Student Learning

Continuing Education

CLASSROOM FOCUSED ENABLING

One of Six Areas of an Enabling Component

Instructor's Guide

First Unit:

Introduction to Classroom Focused Enabling as a Key Element in Addressing Barriers to Student Learning

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UCLA, Los Angeles, CA 90095-1563 -- (310) 825-3634. Co-directors: Howard Adelman & Linda Taylor

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Health Resources and Services Administration, Maternal and Child Health Branch,
Office of Adolescent Health.



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UCLA CENTER FOR MENTAL HEALTH IN SCHOOLS'

Under the auspices of the School Mental Health Project in the Department of Psychology at UCLA, our center approaches mental health and psychosocial concerns from the broad perspective of addressing barriers to learning and promoting healthy development. Specific attention is given to policies and strategies that can counter fragmentation and enhance collaboration between school and community programs.

MISSION: *To improve outcomes for young people by enhancing policies, programs, and practices relevant to mental health in schools.*

Through collaboration, the center will

- enhance practitioner roles, functions and competence
- interface with systemic reform movements to strengthen mental health in schools
- assist localities in building and maintaining their own infrastructure for training, support, and continuing education that fosters integration of mental health in schools

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Guidebooks

Clearinghouse

National & Regional Meetings

Policy Analyses

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*In 1996, two national training and technical assistance centers focused on mental health in schools were established with partial support from the U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adolescent Health. As indicated, one center is located at UCLA; the other is at the University of Maryland at Baltimore and can be contacted toll free at 1-(888) 706-0980.



What is the Center's Clearinghouse?

The scope of the Center's Clearinghouse reflects the School Mental Health Project's mission -- to enhance the ability of schools and their surrounding communities to address mental health and psychosocial barriers to student learning and promote healthy development. Those of you working so hard to address these concerns need ready access to resource materials. The Center's Clearinghouse is your link to specialized resources, materials, and information. The staff supplements, compiles, and disseminates resources on topics fundamental to our mission. As we identify what is available across the country, we are building systems to connect you with a wide variety of resources. Whether your focus is on an individual, a family, a classroom, a school, or a school system, we intend to be of service to you. Our evolving catalogue is available on request; eventually it will be accessible electronically over the Internet.

What kinds of resources, materials, and information are available?

We can provide or direct you to a variety of resources, materials, and information that we have categorized under three areas of concern:

- Specific psychosocial problems
- Programs and processes
- System and policy concerns

Among the various ways we package resources are our *Introductory Packets*, *Resource Aid Packets*, *special reports*, *guidebooks*, and *continuing education units*. These encompass overview discussions of major topics, descriptions of model programs, references to publications, access information to other relevant centers, organizations, advocacy groups, and Internet links, and specific tools that can guide and assist with training activity and student/family interventions (such as outlines, checklists, instruments, and other resources that can be copied and used as information handouts and aids for practice).

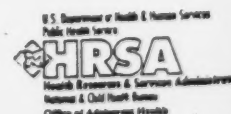
Accessing the Clearinghouse

- E-mail us at **smhp@ucla.edu**
- FAX us at (310) 206-8716
- Phone (310) 825-3634
- Write School Mental Health Project/Center for Mental Health in Schools,
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Check out recent additions to the Clearinghouse on our Web site
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All materials from the Center's Clearinghouse are available for a minimal fee to cover the cost of copying, handling, and postage. Eventually, we plan to have some of this material and other Clearinghouse documents available, at no-cost, on-line for those with Internet access.

If you know of something we should have in the clearinghouse, let us know.



Contents

Introduction

Overview Outline of the Three Units

- First Unit: Introduction to Classroom Focused Enabling as a Key Element in Helping Address Barriers to Student Learning (2 hours)
- Second Unit: Managing Classrooms Through Support, Guidance, Accommodations, and Appropriate and Essential Limit Setting (2 hrs)
- Third Unit: Teaching in a Personalized Way (3 hrs)

Sample Assignment to Prepare Participants for the First Session

Session by Session Guidelines for the Instructor

Sample Handout Dealing with Follow-up Activity and Preparation for the Next Session

Samples of Group Guidelines for

- sharing preparation for the first session
- brainstorming about a caring, learning community
- exploring strategies to facilitate mutual understanding and respect

Material for a *Follow-up Packet*

- A Self-Study Tool
A survey instrument for use in examining your setting with a view to enhancing classroom based efforts to enable learning by increasing teacher effectiveness for preventing and handling problems in the classroom (i.e., *classroom-focused enabling*).
- Written Summary Presentations on:
 - Understanding Barriers to Effective Working Relationships
 - >Barriers to Motivational Readiness
 - >Reactions to Shifts in Power
 - >Faulty Infrastructure Mechanisms
 - Mobilizing and Maintaining Motivation
 - Building Working Relationships
 - Some Thoughts About Talking with a Student: Engaging in Dialogues
- Some Enrichment Readings:
 - A brief introductory article on *Youth and Caring* from a special section on that topic in the May 1995 issue of the *Phi Delta Kappan*.
 - A brief article on *Linking Families, Building Communities* that is from the April 1996 issue of *Educational Leadership*. (This special issue also contains other articles on working constructively with families, communicating with parents, and building consensus in the community.)
 - A brief article on *Teacher Teaming – Opportunities and Dilemmas*.
 - Two chapters from Andy Hargreaves (1994) book on *Changing teachers, changing times: Teachers' work and culture in the postmodern age*.

Introduction

Schools committed to the success of all children must have an array of activity designed to *enable learning* by addressing barriers to learning. No one is certain of the exact number of students who require assistance in dealing with the many factors that can interfere with learning and performance. There is consensus, however, that significant barriers are encountered by a majority of students whose families are poor.

Webster's dictionary defines enabling as "providing with the means or opportunity; making possible, practical, or easy; giving power, capacity, or sanction to." The concept of an enabling component is meant to encapsulate a comprehensive intervention perspective (Adelman, in press; Adelman & Taylor, 1994, in press; Learning Center Model, 1995). It is formulated around the proposition that *a comprehensive, integrated continuum of enabling activity is essential* in addressing the needs of the many youngsters who encounter barriers that interfere with their benefitting satisfactorily from instruction. Operationalization of the concept calls for meshing together school and community enabling activity to address specific problems experienced by students and their families. This includes programs to promote healthy development and foster positive functioning as the best way to prevent many learning, behavior, emotional, and health problems and as a necessary adjunct to corrective interventions.

In general, the concept of an enabling component is meant to provide a broad unifying notion around which those concerned with restructuring education support programs and services can rally. At a fundamental policy level, the concept of an enabling component paves the way for understanding that school restructuring agendas should encompass three primary and complementary components: *instruction, enabling, and management*. The message for policy makers is: *For school reform to produce desired student outcomes, school and community reformers must expand their vision beyond restructuring instructional and management functions and recognize there is a third primary and essential set of functions involved in enabling teaching and learning.*

As the accompanying Figure indicates, an enabling component encompasses six programmatic areas of activity designed to (a) enhance classroom-based efforts to enable learning, (b) provide prescribed student and family assistance, (c) respond to and prevent crises, (d) support transitions, (e) increase home involvement in schooling, and (f) outreach to develop greater community involvement and support (including recruitment of volunteers). *Continuing Education* curricula are being prepared for each of the six areas.

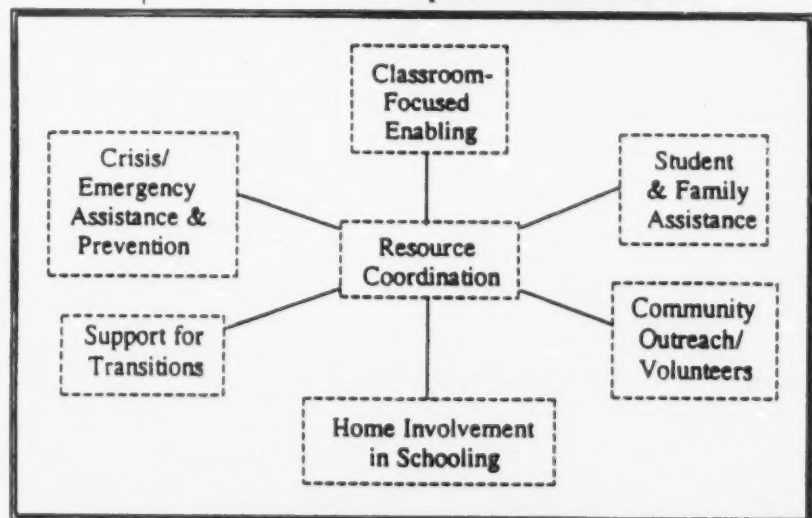
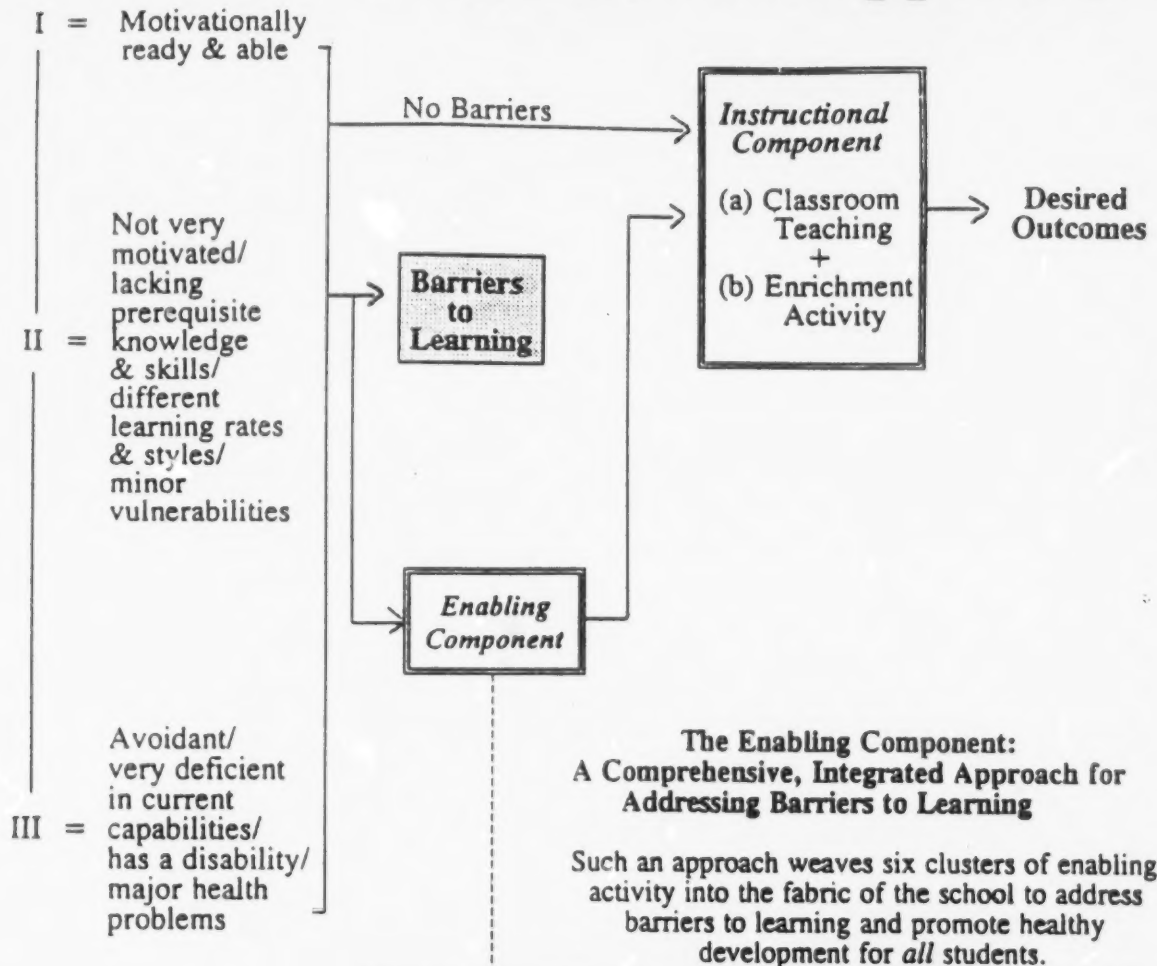
This unit is the first of a set of three dealing with the area of *Classroom Focused Enabling*. The three units were developed for classroom teachers, but anyone concerned with enabling learning will benefit from pursuing the activity. All three units require a minimum of 7 hours of group time; this introductory unit is designed as a 2 hour session.

References

- Adelman, H.S. (in press). *Restructuring support services: Toward a comprehensive approach*. Kent, OH: American School Health Association.
- Adelman, H.S., & Taylor, L. (in press). System reform to address barriers to learning: Beyond school-linked services and full service schools. *American Journal of Orthopsychiatry*.
- Adelman, H.S. & Taylor, L. (1994). *On understanding intervention in psychology and education*. Westport, CT: Praeger.
- Learning Center Model (1995). *Enabling component*. Los Angeles Educational Partnership: Los Angeles

Needed: a comprehensive integrated programmatic approach

Types of Learners



Continuing Education for Classroom Teachers

Topic: *Classroom Focused Enabling* (a 7 hour curriculum)

OVERVIEW OUTLINE

First Unit: Introduction to Classroom Focused Enabling as a Key Element in Helping Address Barriers to Student Learning (2 hours)

Content to be Covered

I. Introduction

- A. What is Classroom Focused Enabling?
- B. What will this continuing education module cover?

II. Moving Toward a Caring, Learning Community

- A. The school as the heart of the community
- B. The classroom as the student's home away from home
- C. Am I an island or am I really part of this school and community?
- D. Do we know and respect each other?

III. Strategies for Facilitating Mutual Understanding and Respect

- A. How are we the same? How are we different?
(e.g., background & current living conditions, interests, values, style, behavior)
- B. How can these commonalities and contrasts be used to build a caring, learning community? Accentuating the positive and building on strengths
- C. Talking *with* rather than *at* each other

Processes to be Used

In Preparing for the 1st Session

Prior to the first meeting, participants are asked to do any of the following activities -- with a view to sharing a bit of what they learn from the experience at the first session.

1. In journal form, briefly describe a student who you are having difficulty helping -- note a few things you have tried to do and why you think they haven't worked.
2. Reflect on and write-up a brief description of your classroom as you think your students experience it.
3. Read something recent about improving classrooms and decide what changes, if any, you want to make in yours.

4. In journal form, briefly reflect on what you were like when you were the age of your students. Think of both a positive and negative incident and of something you needed from your teacher that you got and something that you didn't get.
5. Using direct observation of a colleague's classroom or reviewing a video of your class, reflect on the degree to which you feel the environment conveys to students that they are involved in a caring, learning community.
6. Any other activity you would like to do and share at the first session.

Session Activities (2 hours)

1. Warm-up Activity (20 minutes)
Small group sharing and discussion of chosen pre-session activity.
2. Introductory Presentation (15 minutes)
Overview of Classroom Focused Enabling and what this module covers
3. Topic: A caring, learning community
 - A. Brainstorming in small groups (15 minutes)
What makes a school an effective caring, learning community?
 - B. Presentation (35 minutes)
 1. The school as the heart of the community; the classroom as the student's home away from home
 2. A psychological sense of community
4. Topic: Facilitating Mutual Understanding and Respect
 - A. Facilitated discussion in small groups (25 minutes)
 - How are we the same? How are we different?
 - How can these commonalities and contrasts be used to build a caring, learning community? Accentuating the positive and building on strengths
 - What is involved in talking *with* rather than *at* each other?
 - B. A few summary conclusions about the points discussions (5 minutes)
5. Assignments for Follow-up of this Session and Preparation for the Next Session
Written out (5 minutes to explain)

Follow-up Activity:

Things to do to move toward a caring, learning community

1. Self-learning

Each participant is given a follow-up packet containing readings and related materials to facilitate their continuing learning related to the topics covered in the session. They also are referred to specific colleagues who can provide additional resources.

2. Work with others

It is recommended that participants reach out for support/mentoring/coaching from designated colleagues, participate with others in clusters and teams, and that they request additional staff development on these topics.

Second Unit: Managing Classrooms Through Support, Guidance, Accommodations, and Appropriate and Essential Limit Setting (2 hrs)

Content to be Covered

We continue to explore ways for classrooms to enhance the way they help students by addressing barriers to learning within the context of a caring, learning community.

- I. The Dilemma of Logical and Consistent Consequences
 - A. Concerns about deterrence
 - B. Logic and fairness (justice)
 - C. When helping and socialization collide
 - D. What to do while you are learning more about how to help students get the most out of school
- II. Personalizing Reactions to Undesired Behavior: Moving Beyond Limit Setting and Logical Consequences
 - A. What are your attitudes and beliefs about socializing and punishing students?
 - B. What are your attitudes and beliefs about essential and appropriate standards for student behavior and about making special accommodations?
 - C. Understanding differences in what causes student behavior (differences in development, acquired capabilities, motivation, subculture, gender)
 - D. Helping *all students* understand why each problem must be treated in a personalized way
 - E. Personalized strategies for responding
- III. Minimizing Classroom Problems through Support, Guidance, Accommodations, and Appropriate and Essential Limit Setting
 - A. Understanding how teacher and classroom processes can cause undesired behavior.
 - B. Directly addressing negative motivation and attitudes about school, classroom, teacher, curriculum content and processes, etc.
 1. Enhancing valuing of content and processes and increasing expectancies of positive experiences and outcomes
 2. Establishing personalized support and guidance
 3. Personalized accommodations
 4. Enhancing real options and choices (perceptions of locus of control)
 - C. Prereferral interventions
 - D. The role of the home
 - E. Mutual caring and respect

Processes to be Used

In Preparing for the Session

Prior to the first meeting, participants are asked to do any of the following activities -- with a view to sharing a bit of what they learn from the experience at the upcoming session.

1. In journal form, briefly describe a student who you are having difficulty with -- note a few things you have tried to do and why you think they haven't worked. Why do you think the student behaves this way?

2. Reflect on and write-up a brief description of how you handle classroom management.
3. Read something recent about dealing with behavior problems in the classroom and decide what changes, if any, you want to make in yours.
4. In journal form, briefly reflect on what happened to you when you misbehaved when you were the age of your students. How have such experiences shaped the way you deal with your students?
5. Using direct observation of a colleague's classroom or reviewing a video of your class, reflect on the degree to which you feel the environment conveys warmth and mutual respect.
6. Any other activity you would like to do and share at the session.

Session Activities (2 hours)

1. Warm-up Activity (10 minutes)
Small group sharing and discussion of chosen presession activity.
2. Introductory Presentation (5 minutes)
Overview of Problem of Managing Classrooms and this unit of continuing education.
3. Topic: The Dilemma of Logical and Consistent Consequences
 - A. Brainstorming in small groups (15 minutes)
What do we mean by logical and consistent consequences?
What problems arise when students are punished?
 - B. Presentation (30 minutes)
 1. Concerns about deterrence
 2. Logic and fairness (justice)
 3. When helping and socialization collide
 4. What to do while you learn more about how to help students get the most out of school
4. Topic: Personalizing Reactions to Undesired Behavior: Moving Beyond Limit Setting and Logical Consequences
 - A. Facilitated discussion in small groups (25 minutes)
 - What are your attitudes and beliefs about socializing and punishing students?
 - What are your attitudes and beliefs about essential and appropriate standards for student behavior and about making special accommodations?
 - Understanding differences in what causes student behavior (differences in development, acquired capabilities, motivation, subculture, gender)
 - Helping *all students* understand why each problem must be treated in a personalized way
 - B. Personalized strategies for responding (10 minutes)
5. Topic: Minimizing Classroom Problems through Support, Guidance, Accommodations, and Appropriate and Essential Limit Setting
Presentation (25 minutes)
 - A. Understanding how teacher and classroom processes can cause undesired behavior.
 - B. Directly addressing negative motivation and attitudes about school, classroom, teacher, curriculum content and processes, etc.
 - Enhancing valuing of content and processes and increasing expectancies of positive experiences and outcomes
 - Establishing personalized support and guidance
 - Personalized accommodations
 - Enhancing real options and choices (perceptions of locus of control)
 - C. Prereferral interventions

- D. The role of the home
 - E. Mutual caring and respect
6. Assignments for Follow-up of this Session and Preparation for the Next Session
Written out (5 minutes to explain)

Follow-up Activity

Things to do to move toward better ways to manage learning and behavior

1. Self-learning

Each participant is given a follow-up packet containing readings and related materials to facilitate their continuing learning related to the topics covered in the session. They also are referred to specific colleagues who can provide additional resources.

2. Work with others

It is recommended that participants

- reach out for support/mentoring/coaching from designated colleagues
- join with others in clusters and teams
- observe how others prevent and handle problems in ways that help students by addressing barriers to learning within the context of a caring, learning community
- Request additional staff development on these topics

Third Unit: Teaching in a Personalized Way (3 hrs)

Content to be Covered

We continue to explore ways for classrooms to enhance the way they help students by addressing barriers to learning within the context of a caring, learning community.

- I. Differentiating Personalization from Individualization
(Personalization = individualization and more)
- II. Student Empowerment through Support and Skill Building and with a Special Focus on Intrinsic Motivation
 - A. The concept and problem of establishing the right "match" (incl. constructivist approaches)
 1. Does the student feel liked? safe? hopeful?
 2. Does the student share his/her feelings and thoughts?
 3. Do you know what the student state of being is today?
 - a. Addressing differences in motivational readiness as a primary focus
 - b. Accounting for differences in capability
 4. Matching the current state of affairs
 - a. Did the geranium on the window sill just die?
 - b. Minimizing the negative and capitalizing on events
 - c. Countering stigmatization
 5. Intrinsic motivation as a primary outcome
 - B. Structuring a Classroom for Personal Contact and Personalized Instruction (elementary and secondary classes): Further Aspects of
 1. Personalized *Support* for Communicating and Learning
 2. Personalized *Guidance* for Communicating and Learning
 3. Personalized *Limit Setting* for Communicating and Learning
 - C. Some Specific Methods and Techniques
 1. Informal and authentic student and classroom assessment strategies
 2. Emphasizing real life interests and needs
 3. Creating a menu of real choices for students to pursue learning and a meaningful role in deciding which to pursue
 4. Establishing various modes for student output and facilitating student's desire and ability to share their feelings and thoughts
 5. Collaborative learning
 6. Cross-age mentoring
 7. Using the community as a classroom
 8. Increase and vary enrichment opportunities (and avoid undermining them by withholding them as punishment)
- III. Parent Empowerment through Support and Skill Building and with a Special Focus on Intrinsic Motivation
 - A. Are we communicating with parents? all parents?
 1. Does the parent feel liked? safe? hopeful?
 2. Does the parent share his/her feelings and thoughts?
 - B. Are we involving parents in ways that respects and validates who they are?
 - C. Are we outreaching to parents in ways that respond to how they would like to help and be helped?
 - D. Are we addressing conflicts among different clusters of parents and the power differential between most parents and school staff?
- IV. Teacher Empowerment through Support and Skill Building and with a Special Focus on Intrinsic Motivation
 - A. Who am I as a teacher?
 - B. In what ways do I want to change and grow?

- C. Support for Teachers Who are Having Trouble
 - 1. Professionally
 - 2. Personally
- D. Respect for Teachers; Mutual Respect Among Teachers
 - 1. Does the teacher feel liked? safe? hopeful?
 - 2. Does the teacher share his/her feelings and thoughts with appropriate others?
- V. Developing teacher-student-family-staff-community partnerships
 - A. Are we communicating with each other?
 - B. Are we outreaching?
 - C. Are we empowering each other?
 - D. Self and Shared Evaluations
 - 1. Students
 - 2. Teachers
 - 3. Other Staff
 - 4. Parents

Processes to be Used

In Preparing for the Session

Prior to the first meeting, participants are asked to do any of the following activities -- with a view to sharing a bit of what they learn from the experience with others at the upcoming session.

1. In journal form, briefly describe a student who is having some problem learning -- note a few things you have tried to do and why you think they haven't worked. Why do you think the student is having difficulty learning?
2. Reflect on and write-up a brief description of how you personalize instruction.
3. Read something recent about teaching in a personalized way and decide what changes, if any, you want to make in your classroom.
4. In journal form, briefly reflect on what happened to you when you had difficulty learning something at school when you were the age of your students. How have such experiences shaped the way you teach?
5. Using direct observation of a colleague's classroom or reviewing a video of your class, reflect on the degree to which you feel the classroom is structured to facilitate personalized support, guidance, and limit setting?
6. Any other activity you would like to do and share at the session.

Session Activities (3 hours)

1. Warm-up Activity (10 minutes)
Small group sharing and discussion of chosen pre-session activity.
2. Introductory Presentation (15 minutes)
Overview of Teaching in a Personalized Way (including discussion differentiating personalization from individualization -- Personalization = individualization and more
3. Topic: Student Empowerment through Support and Skill Building and with a Special Focus on Intrinsic Motivation
 - A. Brainstorming in small groups (15 minutes)
What do we mean by student empowerment?
What aspects of the way we teach empower students?
What aspects disempower them?

B. Presentation (45 minutes)

- (1) The concept and problem of establishing the right "match" (including constructivist approaches)
 - Does the student feel liked? safe? hopeful?
 - Does the student share his/her feelings and thoughts?
 - Do you know what the student state of being is today?
 - >Addressing differences in motivational readiness as primary focus
 - >Accounting for differences in capability
 - Minimizing the negative and capitalizing on events
 - Countering stigmatization
 - Intrinsic motivation as a primary outcome
- (2) Structuring a Classroom for Personal Contact/Personalized Instruction (elementary and secondary classes): Further Aspects of
 - Personalized *Support* for Communicating and Learning
 - Personalized *Guidance* for Communicating and Learning
 - Personalized *Limit Setting* for Communicating and Learning
- (3) Some Specific Methods and Techniques
 - Informal and authentic student and classroom assessment strategies
 - Emphasizing real life interests and needs
 - Creating a menu of real choices for students to pursue learning and a meaningful role in deciding which to pursue
 - Establishing various modes for student output and facilitating student's desire and ability to share their feelings and thoughts
 - Collaborative learning
 - Cross-age mentoring
 - Using the community as a classroom
 - Increase and vary enrichment opportunities (and avoid undermining them by withholding them as punishment)

4. Topic: Parent Empowerment through Support and Skill Building and with a Special Focus on Intrinsic Motivation

A. Facilitated discussion in small groups (20 minutes)

- Are we communicating with parents? all parents?
(Does the parent feel liked? safe? hopeful? Does the parent share his/her feelings and thoughts?)
- Are we involving parents in ways that respects/validates who they are?
- Are we outreaching in ways that respond to how they would like to help and be helped?
- Are we addressing conflicts among different clusters of parents and the power differential between most parents and school staff?

B. Brainstorming: What can teachers do to improve the situation? (20 minutes)

5. Topic: Teacher Empowerment through Support and Skill Building and with a Special Focus on Intrinsic Motivation

A. Personal Thoughts (10 minutes)

Write down your response to:

- Who am I as a teacher?
- In what ways do I want to change and grow?
- What do I want in the way of support when I am having trouble?
(Professionally-Personally)

B. Facilitated discussion in small groups (20 minutes)

- Are teachers respected here? Is there mutual respect among teachers?
(Do teachers feel liked? safe? hopeful? Do teachers share their feelings and thoughts with appropriate others?)
- What can teachers do to improve the situation?

6. Topic: Developing teacher-student-family-staff-community partnerships

Full Group Discussion (20 minutes)

- A. Are we communicating with each other?
- B. Are we outreaching?
- C. Are we empowering each other?
- D. Self and Shared Evaluations (Students, Teachers, Other Staff, Parents)

7. Assignments for Follow-up of this Session --Written out (5 minutes to explain)

Follow-up Activity

Things to do to move toward teaching in a personalized way

1. **Self-learning**

Each participant is given a follow-up packet containing readings and related materials to facilitate their continuing learning related to the topics covered in the session. They also are referred to specific colleagues who can provide additional resources.

2. **Work with others**

It is recommended that participants

- reach out for support/mentoring/coaching from designated colleagues
- join with others in clusters and teams
- observe how others prevent and handle problems in ways that help students by addressing barriers to learning within the context of a caring, learning community
- Request additional staff development on these topics

Additional Topics to Consider in Planning Future Continuing Education Related to Classroom Focused Enabling

There are a variety of continuing education topics to pursue related to exploring ways for classrooms to enhance how they help students by addressing barriers to learning within the context of a caring, learning community.

Topics include:

- (1) A more indepth look at any of the topics covered so far.
- (2) Ways to train aides, volunteers, and peers to help with targeted students.
- (3) Specific strategies for mobilizing parent/home involvement in schooling.
- (4) Using specialist staff for in-class and temporary out-of-class help.
- (5) Addressing the many transition needs of students.
- (6) Appropriate referral intensive and specialized help (such as special education).

(Sample Assignment to Prepare Participants for the First Session)

Continuing Education for Classroom Teachers

Topic: *Classroom Focused Enabling* (a 7 hour curriculum)

First Unit: Introduction to Classroom Focused Enabling as a Key Element in Addressing Barriers to Student Learning (2 hours)

Preparing for the 1st Session

Prior to the first meeting, do any of the following activities -- with a view to sharing a bit of what you learned from the experience with others at the first session.

1. In journal form, briefly describe a student who you are having difficulty helping -- note a few things you have tried to do and why you think they haven't worked.
2. Reflect on and write-up a brief description of your classroom as you think your students experience it.
3. Read something recent about improving classrooms and decide what changes, if any, you want to make in yours.
4. In journal form, briefly reflect on what you were like when you were the age of your students. Think of both a positive and negative incident and of something you needed from your teacher that you got and something that you didn't get.
5. Using direct observation of a colleague's classroom or reviewing a video of your class, reflect on the degree to which you feel the environment conveys to students that they are involved in a caring, learning community.
6. Any other activity you would like to do and share at the first session.

Continuing Education for Classroom Teachers:
Session by Session Guidelines for the Instructor

Topic: *Classroom Focused Enabling* (a 7 hour curriculum)
First Unit: Introduction to Classroom Focused Enabling as a Key Element in Addressing Barriers to Student Learning (2 hours)

I. Warm-up Activity

Small Group Sharing of Presession Preparation (20 minutes).

Create and guide small groups to share and discuss -- briefly -- the presession activity that each member chose.

(A set of "Group Guidelines" is attached for use as is or for adaptation.)

II. Introductory Presentation

Overview of Classroom Focused Enabling.
What this module covers.

What is Classroom Focused Enabling? (10 minutes)

Points for emphasis:

- *Classroom Focused Enabling* is one of six areas of the *Enabling Component* (If all participants lack a background related to understanding the Enabling Component, they may want to review relevant descriptive material.)
- For purposes of this unit, *Classroom Focused Enabling* is described as follows:

When a teacher encounters difficulty in working with a youngster, the first step is to see whether there are ways to address the problem within the regular classroom and perhaps with added home involvement. The focus is on enhancing classroom-based efforts to enable learning by increasing teacher effectiveness for preventing and handling problems in the classroom. This is accomplished by providing personalized help to increase a teacher's array of strategies for working with a wider range of individual differences. For example, teachers learn to use peer tutoring and volunteers to enhance social and academic support and to increase their range of accommodative strategies and their ability to teach students compensatory strategies; and as appropriate, they are provided support in the classroom by resource and itinerant teachers and counselors. Two aims of all this are to increase mainstreaming efficacy and reduce the need for special services.

Work in this area requires (a) programs for personalized professional development, (b) systems to expand resources, (c) programs for temporary out of class help, and (4) programs to develop aides, volunteers, and any others who help in classrooms or who work with teachers to enable learning. Through classroom-focused enabling programs, teachers are better prepared to address similar problems when they arise in the future. (The classroom curriculum already should encompass a focus on fostering socio-emotional and physical development; such a focus is seen as an essential element in preventing learning, behavior, emotional, and health problems.)

What this Continuing Education Module will Cover (5 minutes)

- Re. *Moving Toward a Caring, Learning Community*, this unit covers
 - >The school as the heart of the community
 - >The classroom as the student's home away from home
 - >Am I an island or am I really part of this school and community?
 - >Do we know and respect each other?
- Re. *Strategies for Facilitating Mutual Understanding and Respect*, this unit covers
 - >How are we the same? How are we different? (e.g., background & current living conditions, interests, values, style, behavior)
 - >How can these commonalities and contrasts be used to build a caring, learning community? Accentuating the positive and building on strengths
 - >Talking *with* rather than *at* each other

III. Topic Exploration

Moving Toward a Caring, Learning Community

A. Brainstorming in small groups (15 minutes)

What makes a school an effective caring, learning community?

(A set of "Group Guidelines" is attached for use as is or for adaptation.)

B. Presentation (35 minutes)

The intent of the presentation is to increase awareness regarding the following:

1. What do we mean by a caring, learning community?
(See Exhibit 1 for examples of points to emphasize.)
2. Why is it important for a school to be experienced as the heart of a community and for a classroom to be experienced as a student's home away from home?
(See Exhibit 2 for examples of points to emphasize.)
3. What is a psychological sense of community and why is it important?
(See Exhibit 3 for examples of points to emphasize.)
4. What's involved in working together?
(See Exhibit 4 for examples of points to emphasize.)

Exhibits can be modified to reflect each instructor's adaptations and then can be given to participants as a summary handout.

Exhibit 1

What do we mean by a caring, learning community?

Learning community

Learning is neither limited to what is formally taught nor to time spent in classrooms. It occurs whenever and wherever the learner interacts with the surrounding environment. All facets of the community (including the school) provide learning opportunities -- thus the term learning community.

Teaching

Whenever a surrounding environment tries to facilitate learning, the process can be called teaching. Teaching occurs at school, at home, and in the community at large. It may be formalized or informally transmitted. Teaching happens most positively when the learner wants to learn something and the surrounding environment wants to help the learner do so. That is, positive learning is facilitated when the learner *cares* about learning and the teacher *cares* about teaching. The whole process undoubtedly benefits greatly when all the participants *care* about each other.

Caring has moral, social, and personal facets

All facets need to be addressed. When all facets of caring are present and balanced, they can nurture individuals and facilitate the process of learning. At the same time, caring in all its dimensions should be a major focus of what is taught and learned.

Teachers are all who want to facilitate learning

This includes professional teachers, aides, volunteers, parents, siblings, peers, mentors in the community, librarians, recreation staff, etc. They all constitute what can be called *the teaching community*.

Everyone is a learner and may be teachers

In the learning/teaching community, all are learners and probably play some role as teachers.

Teaching benefits from organizational learning

Organizational learning requires an organizational structure "where people continually expand their capabilities to understand complexity, clarify vision and improve shared mental models" [Senge, 1990] by engaging in different tasks, acquiring different kinds of expertise, experiencing and expressing different forms of leadership, confronting uncomfortable organizational truths, and searching together for shared solutions" (Hargreaves, 1994).

Communities of colleagues

In schools, the way to relieve "the uncertainty and open-endedness in teaching" is to create "communities of colleagues who work collaboratively [in cultures of shared learning and positive risk-taking] to set their own professional standards and limits, while still remaining committed to continuous improvement. Such communities can also bring together the professional and personal lives of teachers in a way that supports growth and allows problems to be discussed without fear of disapproval or punishment" (Hargreaves, 1994).

Exhibit 2

Why should a school be the heart of a community and a classroom be a student's home away from home?

Schools often seem apart from the community

Most schools could do their job better if they were experienced as an integral and positive part of the community -- perhaps even as the heart of the community. Schools and classrooms often are seen as separate from the community in which they reside. This contributes to a lack of connection between school staff and parents, students, other community residents, and community agency personnel. Development of a caring, learning community requires creating positive connections between school and community.

School-community partnerships

For schools to be seen as an integral part of the community, steps must be taken to create and maintain collaborative partnerships between school and community with respect to weaving together (blending) learning opportunities, programs, services, and use of facilities, personnel, and other resources.

Opening-up use of the school site

Besides increasing home involvement in schools and schooling, schools must be facilitate increased use of school sites as places where parents, families, and other community residents can engage in learning, recreation, enrichment, and can connect with services they need.

Welcoming and social support for students

Most classrooms can do their job better if students feel they are truly welcome and have a range of social supports. Thus, a major focus for school-community collaborative partnership is establishment of a program that effectively welcomes and connects new students with peers and adults at school who can provide social support and advocacy. In some cases, the concept of the *moving diamond* can be adapted to these ends.

Welcoming and social support for parents/families

Increased home involvement in school is more likely if families feel they are truly welcome and have a range of social supports. Thus, a major focus for school-community collaborative partnership is establishment of a program that effectively welcomes and connects newly enrolled families with other families, with school staff, and with ongoing social support and home involvement programs.

Volunteers

Parents, peers, and other volunteers help break down the barriers between school and community. Thus, a major focus for school-community collaborative partnership is establishment of a program that effectively recruits, screens, trains, and nurtures volunteers.

Helping students feel a sense of interpersonal connection

Personalized instruction and regular student conferencing, cooperative learning strategies, curriculum focused on fostering social and emotional development, opportunities to have special status, peer tutoring, peer counseling and mediation, human relations and conflict resolution programs, moving diamonds -- all can contribute to students feeling positively connected to the classroom.

Exhibit 3

What is a psychological sense of community?

What is a psychological sense of community?

People can be together without feeling connected or feeling they belong or feeling responsible for a collective vision or mission. At a school, a psychological sense of community exists when enough stakeholders are committed to each other and to the school's goals and values and exert effort to pursue the goals and maintain relationships with each other. A perception of community is shaped by daily experiences and probably is best engendered when a person senses s/he is welcome, supported, nurtured, respected, liked, connected to others in reciprocal relationships, and a valued member who is contributing to the collective identity, destiny, and vision.

Commitment to a sense of community

Practically speaking, a conscientious effort by enough stakeholders associated with a school seems necessary for a sense of community to develop and be maintained. Such effort must ensure there are mechanisms that provide support, promote self-efficacy, and foster positive working relationships. That is, a perceived sense of community seems to require that a critical mass of participants not only are committed to a collective vision, but also are committed to working together in supportive and efficacious ways. There is an obvious relationship between maintaining a sense of community and sustaining morale and minimizing burn out.

Exhibit 4

What's involved in working together?

Collaboration and collegiality

These concepts are fundamental to improving morale and work satisfaction and to the whole enterprise of transforming schools to meet the needs of individuals and society. *Collaborative cultures* foster collaborative working relationships which are spontaneous, voluntary, development-oriented, pervasive across time and space, and unpredictable. When collegiality is *mandated*, it often produces what has been called *contrived collegiality* which tends to breed inflexibility and inefficiency. Contrived collegiality is administratively regulated, compulsory, implementation-oriented, fixed in time and space, and predictable (Hargreaves, 1994).

Teacher collaboration and teaming

Increasingly it is becoming evident that teachers need to work closely with other teachers and school personnel as well as with parents, professionals-in-training, volunteers, and so forth. Collaboration and teaming are key facets of addressing barriers to learning. They allow teachers to broaden the resources and strategies available in and out of the classroom to enhance learning and performance.

Welcoming for new staff and ongoing social support for all staff

Just as with students and their families, there is a need for those working together at a school to feel they are truly welcome and have a range of social supports. Thus, a major focus for stakeholder development activity is establishment of a program that welcomes and connects new staff with others with whom they will be working and does so in ways that effectively incorporates them into the community.

Barriers to working together

Problems related to working relationships are a given. To minimize such problems, it is important for participants to understand barriers to working relationships and for sites to establish effective problem solving mechanisms to eliminate or at least minimize such barriers.

Rescue dynamics

A special problem that arises in caring communities are rescue dynamics. Such dynamics arise when caring and helping go astray, when those helping become frustrated and angry because those being helped don't respond in desired ways or seem not to be trying. It is important to minimize such dynamics by establishing procedures that build on motivational readiness and personalized interventions.

IV. Topic Exploration

Strategies for Facilitating Mutual Understanding and Respect

A. Facilitated discussion in small groups (25 minutes)

How are we the same? How are we different?

(e.g., background & current living conditions, interests, values, style, behavior)

How can these commonalities and contrasts be used to build a caring, learning community? Accentuating the positive and building on strengths

What is involved in talking with rather than at each other?

(A set of "Group Guidelines" is attached for use as is or for adaptation.)

B. Staying in their group, the participants chart out a summary of the major strategies discussed and turn it in to be compiled with those from other groups. (5 minutes)

(The compiled list is circulated to all participants -- if feasible within a period of days.)

V. Explanation of Assignments for Follow-up of this Session and Preparation for the Next Session (5 minutes)

(A sample handout is attached for use as is or for adaptation.)

References for the Instructor

Chaskin, R.J. & Rauner, D.M. (eds.) Youth and caring. A special section of the May 1995 issue of the *Phi Delta Kappan*.

The editors' introduction is a possible article to include in the follow-up packet for this unit.

Fowler, R.C., & Corley, K.K. (1996). Linking families, building communities. *Educational Leadership*, 53, 24-26.

This article could be included in the follow-up packet for this unit.

Multiple articles on (1) working constructively with families, (2) communicating with parents, and (3) building consensus are presented in this April 1996 issue of *Educational Leadership*.

Kruse, S. & Louis, K.S. (1995). Teacher teaming -- opportunities and dilemmas. *Brief to Principals*, No. 11. Published by the Center on Organization and Restructuring of Schools, University of Wisconsin, 1025 W. Johnson St., Madison, WI 53706.

This article is a possible piece to include in the follow-up packet for this unit.

Hargreaves, A. (1994). *Changing teachers, changing times: Teachers' work and culture in the postmodern age*. New York: Teachers College Press.

Chapters 7 and 8 could be included in the follow-up packet for this unit.

Sarason, S. (1996). *Revisiting "The culture of school and the problem of change."* New York: Teachers College Press.

(Sample Handout)

About Assignments for Follow-up of this Session and Preparation for the Next Session

Follow-up Activity: Things you can do to move toward a caring, learning community

1. Self-learning

- The attached packet contains reading and related material that can facilitate your efforts to learn more on your own about the topics covered in the session you just completed.
- Ask for additional resources from:

2. Work with others

- Reach out for support/mentoring/coaching from:
- Participate with others in clusters and teams
- Request additional staff development on these topics

In your *follow-up packet*, you will find the following:

- A Self-Study Tool

A survey instrument for use in examining your setting with a view to enhancing classroom based efforts to enable learning by increasing teacher effectiveness for preventing and handling problems in the classroom (i.e., *classroom-focused enabling*).

- Written Summary Presentations on:

Understanding Barriers to Effective Working Relationships

- >Barriers to Motivational Readiness
- >Reactions to Shifts in Power
- >Faulty Infrastructure Mechanisms

Mobilizing and Maintaining Motivation

Building Working Relationships

Some Thoughts About Talking with a Student: Engaging in Dialogues

- Some Enrichment Readings:

A brief introductory article on *Youth and Caring* from a special section on that topic in the May 1995 issue of the *Phi Delta Kappan*.

A brief article on *Linking Families, Building Communities* that is from the April 1996 issue of *Educational Leadership*. (This special issue also contains other articles on working constructively with families, communicating with parents, and building consensus in the community.)

A brief article on *Teacher Teaming — Opportunities and Dilemmas*.

Two chapters from Andy Hargreaves (1994) book on *Changing teachers, changing times: Teachers' work and culture in the postmodern age*.

Outline of Next Unit:

Managing classrooms through support, guidance, accommodations, and appropriate/essential limit setting: Teaching in a Personalized Way

I. The Dilemma of Logical and Consistent Consequences

- A. Concerns about deterrence
- B. Logic and fairness (justice)
- C. When helping and socialization collide
- D. What to do while you are learning more about how to help students get the most out of school

II. Personalizing Reactions to Undesired Behavior: Moving Beyond Limit Setting and Logical Consequences

- A. What are your attitudes and beliefs about socializing and punishing students?
- B. What are your attitudes and beliefs about essential and appropriate standards for student behavior and about making special accommodations?
- C. Understanding differences in what causes student behavior (differences in development, acquired capabilities, motivation, subculture, gender)
- D. Helping *all students* understand why each problem must be treated in a personalized way
- E. Personalized strategies for responding

III. Minimizing Classroom Problems through Support, Guidance, Accommodations, and Appropriate and Essential Limit Setting

- A. Understanding how teacher and classroom processes can cause undesired behavior.
- B. Directly addressing negative motivation and attitudes about school, classroom, teacher, curriculum content and processes, etc.
 - 1. Enhancing valuing of content and processes and increasing expectancies of positive experiences and outcomes
 - 2. Establishing personalized support and guidance
 - 3. Personalized accommodations
 - 4. Enhancing real options and choices (perceptions of locus of control)
- C. Prereferral interventions
- D. The role of the home
- E. Mutual caring and respect

(Page 2)

(Sample of Group Guidelines for Sharing of Preparation for the 1st Session)

Continuing Education for Classroom Teachers -- *Instructor's Guide*

Topic: *Classroom Focused Enabling* (a 7 hour curriculum)

First Unit: Introduction to Classroom Focused Enabling as a Key Element in Addressing Barriers to Student Learning (2 hours)

***Sharing and Discussion of
the Activity You Pursued in Preparing
for this Session***

Group Guidelines

- (1) Form small groups to briefly and informally share and discuss the presession activity that each member chose. The objective is simply to set the tone for what will be explored as part of this unit.
- (2) Someone in the group should volunteer to facilitate an "on task" focus.
- (3) Someone else in the group should volunteer to be time keeper. There is only 20 minutes for this activity.
- (4) Start with volunteers. As a first round, each member should just share a bit of what they learned from her/his chosen activity.
- (5) If there is time after each person has shared, begin a discussion of what you see as the major barriers experienced in the classroom that interfere with students' learning.

(Sample of Group Guidelines for Brainstorming about a caring, learning community)

Continuing Education for Classroom Teachers -- Instructor's Guide

Topic: *Classroom Focused Enabling* (a 7 hour curriculum)

First Unit: Introduction to Classroom Focused Enabling as a Key Element in Addressing Barriers to Student Learning (2 hours)

Brainstorming: What makes a school an effective caring, learning community?

Group Guidelines

- (1) You have 15 minutes for this activity.
- (2) Form small groups.
- (3) Someone in the group should volunteer to facilitate an "on task" focus.
- (4) Someone else should volunteer to "chart" the ideas.
- (5) Begin brainstorming -- remember not to criticize any contribution.
- (6) If there is time categorize the ideas and rank them according to which seem like the most promising.

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(Sample of Group Guidelines for Exploring Strategies to Facilitate Mutual Understanding and Respect)

Continuing Education for Classroom Teachers – *Instructor's Guide*

Topic: *Classroom Focused Enabling* (a 7 hour curriculum)

First Unit: Introduction to Classroom Focused Enabling as a Key Element in Addressing Barriers to Student Learning (2 hours)

Exploring Strategies for Facilitating Mutual Understanding and Respect

Group Guidelines

- (1) You have 25 minutes for discussion and an additional 5 minutes to summarize your work.
- (2) Form small groups.
- (3) Someone in the group should volunteer to facilitate an "on task" focus.
- (4) Someone else should volunteer to "chart" the major points.
- (5) Take each question in turn (spending about 8 minutes on each).
 - (a) *How are we the same? How are we different?*
(e.g., background & current living conditions, interests, values, style, behavior)
 - (b) *How can these commonalities and contrasts be used to build a caring, learning community? (Accentuating the positive and building on strengths)*
 - (c) *What is involved in talking with rather than at each other?*
- (6) Take 5 additional minutes to chart out a summary of the major strategies discussed and turn it in to be compiled with those from other groups.

(The compiled list will be circulated to all participants as soon it is prepared.)

Material for a *Follow-up Packet*

- A Self-Study Tool

A survey instrument for use in examining your setting with a view to enhancing classroom based efforts to enable learning by increasing teacher effectiveness for preventing and handling problems in the classroom (i.e., *classroom-focused enabling*).

- Written Summary Presentations on:

Understanding Barriers to Effective Working Relationships

- >Barriers to Motivational Readiness
- >Reactions to Shifts in Power
- >Faulty Infrastructure Mechanisms

Mobilizing and Maintaining Motivation

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Some Thoughts About Talking with a Student: Engaging in Dialogues

- Some Enrichment Readings:

A brief introductory article on *Youth and Caring* from a special section on that topic in the May 1995 issue of the *Phi Delta Kappan*.

A brief article on *Linking Families, Building Communities* that is from the April 1996 issue of *Educational Leadership*. (This special issue also contains other articles on working constructively with families, communicating with parents, and building consensus in the community.)

A brief article on *Teacher Teaming -- Opportunities and Dilemmas*.

Two chapters from Andy Hargreaves (1994) book on *Changing teachers, changing times: Teachers' work and culture in the postmodern age*.

A survey instrument for use in examining your setting with a view to enhancing classroom based efforts to enable learning by increasing teacher effectiveness for preventing and handling problems in the classroom (i.e., *classroom-focused enabling*).

Classroom-Focused Enabling

Programs to enhance classroom-based efforts to address barriers and thus enable learning.

When a classroom teacher encounters difficulty in working with a youngster, the first step is to see whether there are ways to address the problem within the classroom and perhaps with added home involvement. Thus, the emphasis here is on enhancing classroom-based efforts to enable learning by increasing teacher effectiveness for preventing and handling problems in the classroom.* This is accomplished by providing personalized help to increase a teacher's array of strategies for working with a wider range of individual differences (e.g., through use of accommodative and compensatory strategies, peer tutoring and volunteers to enhance social and academic support, resource and itinerant teachers and counselors in the classroom). Two aims are to increase mainstreaming efficacy and reduce the need for special services.

Work in this area requires (1) programs for personalized professional development (for teachers and aides), (2) systems to expand resources, (3) programs for temporary out of class help, and (4) programs to develop aides, volunteers, and any others who help in classrooms or who work with teachers to enable learning. Through classroom-focused enabling programs, teachers are better prepared to address similar problems when they arise in the future.

*Besides Classroom-Focused Enabling, the regular classroom curriculum should focus on fostering socio-emotional and physical development. Such a focus is an essential element of efforts to prevent learning, behavior, emotional, and health problems.

Classroom-Focused Enabling: Survey of Program Status

The emphasis here is on enhancing classroom-based efforts to enable learning by increasing teacher effectiveness for preventing and handling problems in the classroom. This is accomplished by providing personalized help to increase a teacher's array of strategies for working with a wider range of individual differences (e.g., through use of accommodative and compensatory strategies, peer tutoring and volunteers to enhance social and academic support, resource and itinerant teachers and counselors in the classroom). Through classroom-focused enabling programs, teachers are better prepared to address similar problems when they arise in the future. Anticipated outcomes are increased mainstream efficacy and reduced need for special services.

Please indicate all items that apply.

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. What programs for personalized professional development are currently at the site?				
1. Are teachers clustered for support and staff development?	—	—	—	—
2. Are models used to provide demonstrations?	—	—	—	—
3. Are workshops and readings offered regularly?	—	—	—	—
4. Is consultation available from persons with special expertise such as				
a. members of the Student Study Team?	—	—	—	—
b. resource specialists and/or special education teachers?	—	—	—	—
c. members of special committees?	—	—	—	—
d. bilingual and/or other coordinators?	—	—	—	—
e. counselors?	—	—	—	—
f. other? (specify) _____	—	—	—	—
5. Is there a formal mentoring program?	—	—	—	—
6. Is there staff social support?	—	—	—	—
7. Is there formal conflict mediation/resolution for staff?	—	—	—	—
8. assistance in learning to use advanced technology	—	—	—	—
9. other (specify) _____	—	—	—	—
B. What additional things are done in the classroom to help students identified as having problems?				
1. Are "personnel" added to the class (or before/after school)?	—	—	—	—
If yes, what types of personnel are brought in:				
a. aides?	—	—	—	—
b. older students?	—	—	—	—
c. other students in the class?	—	—	—	—
d. volunteers?	—	—	—	—
e. parents?	—	—	—	—
f. resource teacher?	—	—	—	—
g. specialists?	—	—	—	—
h. other? (specify) _____	—	—	—	—

	Yes	Yes but more of this is needed	No	If no, is this something you want?
2. Are materials and activities upgraded to				
a. ensure there are enough basic supplies in the classroom?	—	—	—	—
b. increase the range of high-motivation activities (keyed to the interests of students in need of special attention)?	—	—	—	—
c. include advanced technology as a new option?	—	—	—	—
d. other? (specify) _____	—	—	—	—
C. What is done to assist a teacher who has difficulty with limited English speaking students?				
1. Is the student reassigned?	—	—	—	—
2. Does the teacher receive professional development related to working with limited English speaking students?	—	—	—	—
3. Does the bilingual coordinator offer consultation?	—	—	—	—
4. Is a bilingual aide assigned to the class?	—	—	—	—
5. Are volunteers brought in to help (e.g., parents, peers)?	—	—	—	—
6. other? (specify) _____	—	—	—	—
D. What types of technology are available to the teachers?				
1. Are there computers in the classroom?	—	—	—	—
2. Is there a computer lab?	—	—	—	—
3. Is computer assisted instruction offered?	—	—	—	—
4. Are there computer literacy programs?	—	—	—	—
5. Is the Writing to Read program (Spanish/English) used?	—	—	—	—
6. Does the classroom have video recording capability?	—	—	—	—
7. Is instructional TV used in the classroom?				
a. videotapes?	—	—	—	—
b. PBS?	—	—	—	—
8. Is there a multimedia lab?	—	—	—	—
9. other? (specify) _____	—	—	—	—
E. What curricular enrichment and adjunct programs do teachers use?				
1. Are library activities used regularly?	—	—	—	—
2. Is music/art used regularly?	—	—	—	—
3. Is health education a regular part of the curriculum?	—	—	—	—

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	Yes	Yes but more of this is needed	No	If no, is this something you want?
4. Are student performances regular events?	—	—	—	—
5. Are there several field trips a year?	—	—	—	—
6. Are there student council and other leadership opportunities?	—	—	—	—
7. Are there school environment projects such as				
a. mural painting?	—	—	—	—
b. horticulture/gardening?	—	—	—	—
c. school clean-up and beautification?	—	—	—	—
d. other? (specify) _____	—	—	—	—
8. Are there special school-wide events such as				
a. clubs and similar organized activities?	—	—	—	—
b. publication of a student newspaper?	—	—	—	—
c. sales events (candy, t shirts)?	—	—	—	—
d. poster contests?	—	—	—	—
e. essay contests?	—	—	—	—
f. a book fair?	—	—	—	—
g. pep rallies/contests?	—	—	—	—
h. attendance competitions?	—	—	—	—
i. attendance awards/assemblies?	—	—	—	—
j. other? (specify) _____	—	—	—	—
9. Are "guest" contributors used (e.g., outside speakers/performers)?	—	—	—	—
10. Other? (specify) _____	—	—	—	—
F. What programs for temporary out of class help are currently at the site?				
1. Is there a family center providing student and family assistance?	—	—	—	—
2. Are there designated problem remediation specialists?	—	—	—	—
3. Is there a "time out" room?	—	—	—	—
4. other? (specify) _____	—	—	—	—
G. What programs are used to train aides, volunteers, and other "assistants" who come into the classrooms to work with students who need help?				
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

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		Yes	Yes but more of this is needed	No	If no, is this something you want?
H.	Which of the following can teachers request as special interventions?				
	1. family problem solving conferences	—	—	—	—
	2. exchange of students as an opportunity for improving the match and for a fresh start	—	—	—	—
	3. referral for specific services	—	—	—	—
	4. other (specify) _____	—	—	—	—
I.	Is there ongoing training for team members concerned with the area of Classroom-Focused Enabling?	—	—	—	—
J.	Please indicate below any other ways that are used at the school to assist a teacher's efforts to address barriers to students' learning.				
K.	Please indicate below other things you want the school to do to assist a teacher's efforts to address barriers to students' learning.				

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- ***Written Summary Presentations on:***

Understanding Barriers to Effective Working Relationships

>Barriers to Motivational Readiness

>Reactions to Shifts in Power

>Faulty Infrastructure Mechanisms

Mobilizing and Maintaining Motivation

Building Working Relationships

Some Thoughts About Talking with a Student:

Engaging in Dialogues

Exhibit

Mobilizing and Maintaining Motivation

Mobilizing Stakeholders

What mobilizes individual initiative? The answer requires understanding what is likely to affect a person's positive and negative motivation with respect to the intended changes in process, content, and outcomes. Particular attention to the following ideas seems warranted:

- Optimal functioning requires motivational readiness. Readiness is not viewed in the old sense of waiting until a person is interested. Rather, it is understood in the contemporary sense of designing interventions to maximize the likelihood that processes, content, and outcomes are perceived as vivid, valued, and attainable.
- Good strategies not only aim at increasing motivation but also avoid practices that decrease motivation. For example, care must be taken not to overrely on extrinsics to entice and reward because to do so may decrease intrinsic motivation.
- Motivation is a process and an outcome concern. For example, with respect to outcomes, strategies should be designed to maintain, enhance, and expand intrinsic motivation for pursuing relevant activity beyond the immediate transaction.
- Increasing intrinsic motivation involves affecting a person's thoughts, feelings, and decisions. The intent is to use procedures that can reduce negative feelings, thoughts, and coping strategies and increase positive ones with respect to outcomes, processes, and content. When dealing with negative attitudes, this means especially identifying and minimizing experiences that maintain or may increase avoidance motivation.

Maintaining Motivation

For motivated persons, ongoing facilitation stresses ways to maintain and possibly enhance intrinsic motivation, as well as ensuring that individuals are able to pursue outcomes effectively, efficiently, and with a minimum of negative side effects. At times, all that may be necessary is to help clear the way of external hurdles and to structure the situation so that they can proceed on their own. At other times, maintaining motivation requires leading, guiding, stimulating, clarifying, and supporting. Efforts to maintain motivation build on processes used initially for mobilization. In both instances, activity is conceived in terms of nine comprehensive process objectives. These objectives underscore that transactions to facilitate change should be designed to

- establish and maintain an appropriate working relationship (e.g., through creating a sense of trust, open communication, providing support and direction as required)
- clarify the purpose of activities and procedures, especially those intended to help correct specific problems
- clarify why procedures should be effective
- clarify the nature and purpose of evaluative measures
- build on previous capabilities and interests
- present outcomes, processes, and content in ways that structure attending to the most relevant features (e.g., modeling, cueing)
- guide motivated practice (e.g., suggesting and providing opportunities for meaningful applications and clarifying ways to organize practice)
- provide continuous information to ensure awareness of accomplishments
- provide opportunities for continued application and generalization (e.g., ending the process by addressing ways in which individuals can pursue additional, self-directed accomplishments in the area and/or can arrange for additional support and direction).

Exhibit

Building Working Relationships

To be effective in working with others requires building a positive relationship around the tasks at hand. Necessary ingredients in building a working relationship are (1) motivational readiness and capability on the part of those who are to work together and (2) an infrastructure of organizational and programmatic mechanisms that guides and supports the establishment and maintenance of working relationships.

In preventing and ameliorating common problems and barriers to working relationships, the first emphasis should be on addressing organization infrastructure deficiencies. If infrastructure mechanisms are insufficient in dealing with certain problems, it is necessary to target the problem and those directly involved for personalized attention to enhance motivation and capability and in some instances, to take significant remedial actions.

In general, *building relationships* and *effective communication* is facilitated by

- conveying empathy and warmth (e.g., the ability to understand and appreciate what others are thinking and feeling and to transmit a sense of liking)
- conveying genuine regard and respect (e.g., the ability to transmit real interest and to interact in a way that enables others to maintain a feeling of integrity and personal control)
- talking with, not at, others—active listening and dialogue (e.g., being a good listener, not being judgmental, not prying, sharing one's experiences as appropriate and needed)

With specific reference to building positive *working* relationships, the following guidelines are relevant:

- minimize negative prejudgments about those with whom one works
- take time to make connections
- identify what will be gained from the collaboration in terms of mutually desired outcomes—to clarify the value of working together
- enhance expectations that working relationships will be productive – important here is establishing credibility with each other
- establish a structure that provides support and guidance to aid task focus
- provide periodic reminders of the positive outcomes that have resulted from working together

Exhibit (cont.)

Understanding Barriers to Effective Working Relationships

Efforts to restructure schools often are designed to extend the idea of "power to" by "empowering" all stakeholders.

Unfortunately, the complexities of *empowerment* have not been well addressed (e.g., distinctions related to its personal and political facets). As practiced, empowerment of some seems to disempower others. That is, empowering one group of stakeholders usually reduces the political power of another. On a personal level, empowering some persons seems to result in others *feeling* disempowered (and thus feeling threatened and pushed or left out). For example, individuals whose position or personal status in an organization has endowed them with power are likely to feel disempowered if their control or influence over activities and information is reduced; others feel disempowered simply by no longer being an "insider" with direct connections to key decision makers. And often, individuals who express honest concerns or doubts about how power is being redistributed may be written off as resistant.²²

Another concern arises from the fact that the acquisition of power may precede the ability to use it effectively and wisely. To counter this, stakeholder development is an essential component of empowerment during the diffusion process.

Problems stemming from power shifts may be minimized. The time to begin is during the readiness phase of the diffusion process. Those who are to share power must be engaged in negotiations designed to ease the transition; at the same time, those who will be assuming power must be engaged in specific developmental activity. Ultimately, however, success in countering negative reactions to shifts in power may depend on whether the changes help or interfere with building a sense of community (a sense of relatedness and interdependence).

Faulty Infrastructure Mechanisms

Most models for restructuring education call for revamping existing organizational and programmatic infrastructures (e.g., mechanisms for governance, planning and implementation, coordination). Temporary mechanisms also are established to facilitate diffusion (e.g., steering and change teams). A well functioning infrastructure prevents many problems and responds effectively to those that do arise. An early focus of diffusion is on ensuring that the institutionalized and temporary infrastructure mechanisms are appropriately designed and functioning. The work of the change team and those who implement stakeholder development is essential in this regard. Each infrastructure mechanism has a role in building positive working relationships and in anticipating, identifying, and responding to problems quickly. Persons staffing the infrastructure must learn to perform specific functions related to these concerns. Members of the change team must monitor how well the infrastructure is functioning with regard to these concerns and take steps to address deficiencies.

In *What's wrong with empowerment* (*American Journal of Community Psychology*, 21), S. Riger (1993) notes: "the concept of empowerment is sometimes used in a way that confounds a sense of efficacy or esteem (part of "power to") with that of actual decision-making control over resources ("power over"). Many intervention efforts aimed at empowerment increase people's power to act, for example, by enhancing their self-esteem, but do little to affect their power over resources and policies."

Riger also cautions: "If empowerment of the disenfranchised is the primary value, then what is to hold together societies made up of different groups? Competition among groups for dominance and control without the simultaneous acknowledgement of common interests can lead to a conflict like we see today in the former Yugoslavia. . . . Does empowerment of disenfranchised people and groups simultaneously bring about a greater sense of community and strengthen the ties that hold our society together, or does it promote certain individuals or groups at the expense of others, increasing competitiveness and lack of cohesion?"

Exhibit

Understanding Barriers to Effective Working Relationships

Barriers to Motivational Readiness

Efforts to create readiness for change can build consensus but can't mobilize everyone. Some unmobilized individuals simply will not understand proposed changes. More often, those who do not support change are motivated by other considerations.

Individuals who value the current state of affairs and others who don't see the value of proposed changes can be expected to be apathetic and reluctant and perhaps actively resistant from the outset. The same is true for persons who expect that change will undermine their status or make unwanted demands on them. (And as the diffusion process proceeds, the positive motivation of others may subside or may even become negative if their hopes and positive expectations are frustrated or because they find they are unable to perform as others expect them to. This is especially apt to occur when unrealistic expectations have been engendered and not corrected.)

It is a given that individuals who are not highly motivated to work productively with others do not perform as well as they might. This is even more true of individuals with negative attitudes. The latter, of course, are prime candidates for creating and exacerbating problems. It is self-defeating when barriers arise that hinder stakeholders from working together effectively. And conflicts contribute to collaborative failure and burn out.

In encounters with others in an organization, a variety of human, community, and institutional *differences* usually can be expected. Moreover, organizational settings foster an extensive range of interpersonal *dynamics*. Certain dynamics and differences motivate patterns of poor communication, avoidance, and conflict.

Differences that may become sources of unproductive working relationships include variations in sociocultural and economic background, current lifestyle, primary language spoken, skin color, gender, power, status, intervention orientation, and on and on. Many individuals (students, parents, staff) who have been treated unfairly, discriminated against, or deprived of opportunity and status at school, on the job, and in society use whatever means they can to seek redress and sometimes to strike back. Such individuals may promote conflict in hopes of correcting long-standing power imbalances or to call attention to other problems. And even when this is not so and even when there are no other serious barriers initially, common dynamics arise as people work together. Examples of interfering dynamics include excessive dependency and approval seeking, competition, stereotypical thinking and judgmental bias, transference and counter-transference, rescue-persecution cycles, resistance, reluctance, and psychological withdrawal.

Differences and dynamics become barriers to effective working relationships with colleagues and clients when they generate negative attitudes that are allowed to prevail. Fortunately, many barriers are preventable and others can be dealt with quickly if appropriate problem solving mechanisms are in place. Thus, a central focus in designing strategies to counter problems involves identifying how to address the motivational barriers to establishing and maintaining productive working relationships.

Reactions to Shifts in Power

In discussing power, theoreticians distinguish "power over" from "power to" and "power from." *Power over* involves explicit or implicit dominance over others and events; *power to* is seen as increased opportunities to act; *power from* implies ability to resist the power of others.*

(cont.)

Some Thoughts About Talking with a Student: Engaging in Dialogues

To help others, it is of great value and in many instances essential to know what the one you want to help is thinking and feeling. The most direct way to find this out is for the person to tell you. But, as David Nyberg has cautioned, individuals probably won't tell you such things unless they think you will listen carefully. And the way to convince them you will listen carefully is to listen carefully.

Of course, you won't always hear what you would like to hear.

Teacher: *Well, Jose, how do you like school?*

Jose: *Closed!*

I. The Context for Dialogues

- A. The context is profoundly different when you are talking about positive things or reacting to negative circumstances
- B. Creating the right climate through the everyday classroom structure (support & guidance and limits only to the degree necessary -- as contrasted with an atmosphere of tight control)
- C. Pursuing dialogues when the time, location, and conditions are right
- D. Not just conferences and conversations, but interchanges while working together (e.g., exploring and sampling options for learning); dialogues are designed to communicate, improve understanding, enhance interpersonal connections; in the process, one gives, shares, clarifies, experiences *feelings*, etc.

II. Establishing Credibility (as someone to whom it is worth talking)

- A. Positive regard, genuineness, warmth, empathy -- especially when conveying negative messages (humor can open a dialogue; sarcasm usually has the opposite effect)
- B. Active and undistracted listening
- C. Keep in mind that you want the student to feel more competent, feel more self-determining, and feel more related to you (and others) as a result of the interchange

III. Some Other Facilitative Strategies

- A. Convey the sense that you are providing an opportunity by extending an invitation to talk and avoiding the impression of another demanding situation (meeting students "where they are at" in terms of motivation and capability is critical in helping them develop positive attitudes and skills for oral communication)
- B. Build on a base of natural, informal interchanges throughout the day
- C. The emphasis should be more on conversation and less on questioning
- D. When questions are asked, the emphasis should be on open-ended rather than Yes/No questions
- E. Initial focus should be on nonsensitive topics and the student's main areas of personal interest
- F. Appropriate self-disclosure by another can disinhibit a reluctant student
- G. Pairing a reluctant student with a supportive peer or small group can help
- H. Train and use others (aides, volunteers, peers) to (1) enter into productive (nonconfidential) dialogues that help clarify the learner's perceptions and then (2) share the information with you in the best interests of helping the learner
- I. For students who can't seem to convey their thoughts and feelings in words, their behavior often says a lot about their views; based on your observations and with the idea of opening a dialogue, you can share your perceptions of what a student seems to value and expect and ask if you are right
- J. Sometimes a list of items (e.g., things that students like/don't like to do at school/after school) can help elicit a student's views and open-up a dialogue
- K. When students have learning, behavior, and emotional problems, find as many ways as feasible to have positive interchanges with them and make the positive contacts outweigh the negatives

Some Enrichment Readings

A brief introductory article on *Youth and Caring* by R. J. Chaskin and D. M. Rauner from a special section on that topic in the May 1995 issue of the *Phi Delta Kappan* (p. 667-674).

A brief article on *Linking Families, Building Communities* by R. C. Fowler and K. K. Corley (p. 24-26) from the April 1996 issue of *Educational Leadership*. (This special issue also contains other articles on working constructively with families, communicating with parents, and building consensus in the community.)

A brief article on *Teacher Teaming – Opportunities and Dilemmas* by S. Kruse and K. S. Louis from the Center on Organization and Restructuring of Schools. (Brief #11, Spring 1995.)

Two chapters from Andy Hargreaves' (1994) book on *Changing teachers, changing times: Teachers' work and culture in the postmodern age*. New York: Teachers College Press. Chapters 7 and 8.

We hope you found this to be a useful resource.

There's more where this came from!

This packet has been specially prepared by our Clearinghouse. Other Introductory Packets and materials are available. Resources in the Clearinghouse are organized around the following categories.

CLEARINGHOUSE CATEGORIES

Systemic Concerns

- Policy issues related to mental health in schools
- Mechanisms and procedures for program/service coordination
 - Collaborative Teams
 - School-community service linkages
 - Cross disciplinary training and interprofessional education
- Comprehensive, integrated programmatic approaches (as contrasted with fragmented, categorical, specialist oriented services)
- Other System Topics: _____
- Issues related to working in rural, urban, and suburban areas
- Restructuring school support service
 - Systemic change strategies
 - Involving stakeholders in decisions
 - Staffing patterns
 - Financing
 - Evaluation, Quality Assurance
 - Legal Issues
- Professional standards

Programs and Process Concerns:

- Clustering activities into a cohesive, programmatic approach
 - Support for transitions
 - Mental health education to enhance healthy development & prevent problems
 - Parent/home involvement
 - Enhancing classrooms to reduce referrals (including prereferral interventions)
 - Use of volunteers/trainees
 - Outreach to community
 - Crisis response
 - Crisis and violence prevention (including safe schools)
- Other program and process concerns: _____
- Staff capacity building & support
 - Cultural competence
 - Minimizing burnout
- Interventions for student and family assistance
 - Screening/Assessment
 - Enhancing triage & ref. processes
 - Least Intervention Needed
 - Short-term student counseling
 - Family counseling and support
 - Case monitoring/management
 - Confidentiality
 - Record keeping and reporting
 - School-based Clinics

Psychosocial Problems

- Drug/alcohol abuse
- Depression/suicide
- Grief
- Dropout prevention
- Learning Problems
- School Adjustment (including newcomer acculturation)
- Other Psychosocial problems: _____
- Pregnancy prevention/support
- Eating problems (anorexia, bulim.)
- Physical/Sexual Abuse
- Neglect
- Gangs
- Self-esteem
- Relationship problems
- Anxiety
- Disabilities
- Gender and sexuality
- Reactions to chronic illness